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ABSTRACT

This document reports on the results of a study of the demographic and socioeconomic characteristics of community participants in the educational decision-making processes. The research utilized the results of the Gallup Polls of the Public's Attitude toward Education for the years 1974, 1977, 1980, and 1983. The data sets of the Gallup Polls were used to examine the relationship between high or low assessments of the public schools and the following variables: parental status, education, age, gender, city size, academic problems, social problems, religious preference, and geographic region. Only four variables--parental status, age, city size, and academic problems--were found to be significant for all four of the years tested. Parents were found to be significantly more positive about the public schools than were nonparents. People over age 50 revealed a relatively more positive assessment than people under 30. People living in cities with a population over 500,000 were less positive about public schools than people living in midsized cities (between 10,000 and 500,000). Lower grades were given to schools in communities where the public perceived academic problems in the schools. Two tables are included. An appendix provides questionnaire item statements and four references. (IW)

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A Structural Analysis of the Public's Assessment of the Public Schools

A Paper Presented at the
1987 American Association of School Administrators
Convention
New Orleans, Louisiana

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A Structural Analysis of the Public's Assessment of the Public Schools

INTRODUCTION TO THE STUDY

As an institution funded by the public, school leaders should be concerned about the public's assessment of their performance. Opinion polls and surveys have shown that the public's attitudes toward the public schools have changed over the years. However, reasons for these changing attitudes about the public schools have not been examined in a multivariate analytic context.

One of the reasons may be that national demographic trends have changed the composition of the population of most communities. Communities are now comprised of a majority of people who do not have children in the public schools. Likewise, most communities have growing minority populations, more single parent families, a majority of older people, and a declining public school enrollment. The population of most communities has become more diverse. The diversity has caused a shifting away of some of the interest and attention that was previously placed on the public schools. An overwhelming number of referenda defeats has clearly shown that the public is not always willing to finance the needs of the public schools.

If educators are to regain the public's support for the public schools, they should develop a better understanding of who participates in the local educational decision-making process. Social scientists and educators have researched the issue of participation. Typically, they have done so by studying the population in groups or segments. One such important segment of the population is the activist or attentive public. The attentive public is that part of the public which has developed a greater knowledge about the public schools than the rest of the population. The attentive public is more involved in the matters concerning the public schools. Members of the attentive public are active participants in the educational decision-making process. Knowing more about these participants can provide educators with more information about their attentive public.

One method used by researchers to find out more about the participants in local decisions is to study the demographic and socioeconomic characteristics of past participants in decisions. Researchers have found that a variety of these characteristics can influence a person's participation. Key characteristics such as age, parental status, level of education, community status, and interest in schools can help to determine not only who participates in an educational decision, but also the likelihood of what the participant may decide.

PURPOSE OF THE STUDY

The purpose of the study was to conduct a structural analysis of the public's assessment of public school education. The study was conducted to examine socioeconomic and demographic characteristics of the public and to determine the relationship of these characteristics to the public's high or low assessment of public school education.

As a means of studying the public's assessment of public school education, the data collected by the Gallup Poll of the Public's Attitude Toward Education was analyzed. Since 1974 (see Table 1), the Gallup Polls have provided an assessment of public schools with an A, B, C, D, or F grade. The poll has also accrued socioeconomic and demographic data about the public which graded the schools. By utilizing the data of the Gallup Polls, the structure of the public's assessment of the public schools was examined.

DESIGN OF THE STUDY

The study was a multivariate analysis of secondary data sources. The research utilized the results of the Gallup Polls of the Public's Attitudes Toward Education for the years 1974, 1977, 1980, and 1983. The use of the existing data sets of the Gallup Polls ensured that the data was both professionally collected and based on national probability samples. Secondary analysis then eliminated some of the inherent problems of

Table 1

Grades Given to the Public Schools on the Gallup Polls of the Public's Attitudes Toward Education

Year	Grades %-A and B	Grades %-C, D and F	%-Don't Know
1974	48	32	20
1975	43	44	13
1976	42	44	14
1977	37	44	19
1978	36	49	15
1979	34	48	18
1980	35	47	18
1981	36	54	10
1982	37	52	11
1983	31	52	17
1984	42	50	8
1985	43	44	13

individually collected data such as sampling error and instrumentation procedures. The findings which resulted from the study could also be generalized to the national adult (18 years of age and over) population.

The data sets of the Gallup Polls were used to examine the relationship between high or low assessments of the public schools and characteristic socioeconomic and demographic variables of the public. The results of the examinations focused on the structure of the public which held high or low assessment of the public schools.

DATA COLLECTION

All of the code books were acquired for the original data of the Gallup Polls of Public Attitudes Toward Education from its inception in 1969 to the present. Data was available for all years exclusive of the years 1969, 1970, 1971, 1975, and 1984 which were unavailable.

To determine if there was a change in responses over time, a preliminary examination was conducted to find only those items which were asked on each of the available polls. The purpose of identifying the repeat items was to compare the responses from year to year for each of the polls used in the study. It was found that the respondents were not asked to grade the public schools until the 1974 poll. Since the respondents' grading of the public schools was an important

variable for this study, it was determined that only repeat poll items from 1974 through 1983 could be used. Appendix A lists those items.

Finally, after examining the repeat items from 1974 to the present, it was determined that the study would be limited to only the results of the 1974, 1977, 1980, and 1983 polls. The decision was made for three reasons. First, as mentioned previously, not all of the code books were available for the time period after 1974. Second, since the study was examining the change in the public's assessment over time, a time interval between polls was selected. A three-year interval was chosen because it coincided with the years of the available polls and it provided an equal time interval between the polls over a ten-year period. Thirdly, by limiting the study to four years, a more extensive investigation of the data could be made.

POPULATION AND SAMPLE

The population and sample for the study were all of the respondents to the Gallup Polls of Public Attitudes Toward Education for the years 1974, 1977, 1980, and 1983. The polls incorporated a national population. The sample sizes for each of the four years were: 1974, 1,544; 1977, 1,507; 1980, 1,530; and 1983, 1,540. The respondents in each of the selected sample years were individually interviewed.

ANALYSIS OF THE DATA

In order to examine the public's assessment of the public schools, the grades assigned to the public schools from the results of the Gallup Poll of Public Attitudes Toward Education were used and analyzed as the dependent variable for this study. Hence, numerical values were assigned to alphabetical grades in order to calculate grade point averages, compare means and conduct various other mathematical operations. The use of grades to analyze the concept of assessment posed a question about the nature of interval and categorical measures. Because, these mathematical procedures could be done with the data, research, particularly educational research, has historically treated grades as an interval measure. This assumption has held that there was an equal interval between the grade points. However, questions can be raised about this assumption. Rarely, for instance, does 2.00 become the mean for a group of grade point averages. Instead, most group means contradict the assumption of equal intervals by skewing grade points to the upper end. In so doing, discussion against considering grades as an interval measure can be argued.

An alternative for considering grades as an interval measure was to analyze it as a categorical measure. As a categorical measure it was assumed that A's were higher than B's and B's were higher than C's and so on. This approach eliminates the concern of assuming that grade point averages represent equal intervals.

Since the determination of whether grades was an interval or categorical measure was unclear, the analysis of the dependent variable was ideally suited to examination by two statistical methods. Hence, this study did analyze the dependent variable by two methods. One method was used to analyze grades as an interval measure while another method was used to analyze grades as a categorical measure. First, the analysis of variance method (ANOVA) was selected as an appropriate statistical method to use with interval data. Because analysis of variance does analyze the differences in group means, the ANOVA technique was used to determine if there was a significant statistical difference between high or low grade point averages and certain demographic and socioeconomic variables of the public. The independent variables, the socioeconomic, and demographic characteristics of the public, were tested against the dependent variable, the grades given to the public schools. In addition, the ANOVA method provided a comparison of grade point averages for both the total sample and for each of the variables studied for the years 1974, 1977, 1980, and 1983. By examining the results of the ANOVA testing, those variables which yielded an F alpha level of .05 or less were selected to determine statistical significance.

A multivariate statistical method, log-linear analysis, which takes into account categorical measures was also selected for use. This technique was developed by Goodman (1972a,

1972b) and Feinberg (1977). Relative to this method, Knoke and Burke (1983) stated:

> In the logic model one variable is chosen as the dissent variable. The criterion to be analyzed is the expected odds (omega) as a function of the other, independent variables. The logit model is closely analogous to ordinary regression. (pp. 11, 12)

Thus, the log-linear path analysis provided a comparable statistical analysis of the ANOVA. Therefore, the purpose of using the log-linear path analysis was threefold: (a) to explore and examine the structure among the variables, (b) to explain variation and to provide an understanding of the relationship between and among the dependent variable and the independent variables, and (c) to determine whether the analysis showed the same statistical results as found by the ANOVA tests.

The structure of the relationships of the variables was provided by constructing a path model. The path model statistically demonstrated the direct associations between the independent variables. The model also showed secondary or indirect associations between the independent variables.

After constructing the path model, logit analysis was used on the data. By using the logit analysis, it was possible to

determine the relative strength of each independent variable's relationship with the grade given to the public schools (dependent variable). Therefore, the unique bivariate relationships between each of the independent variables and grades given to the public schools can be identified while holding constant the effect of the other variables. By so doing, the study was better able to determine the predictive nature of each of the variables' relationships upon the grades given to the public schools. The resultant statistical effect of each variable upon the grades given to the public school was examined using an additive model. The additive model generated a statistical sum which showed the total effect of all of the variables upon the grades given to the public schools.

The statistical analysis of the data for this study was conducted by using the Statistical Packages for the Social Sciences (SPSS). The SPSS-X and BMPD statistical packages were run at Northern Illinois University.

HYPOTHESES

The nine null hypotheses used for the purpose of statistical testing were:

1. There is no significant residual relationship between a person's age and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

2. There is no significant residual relationship between a person's parental status and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

3. There is no significant residual relationship between the city size (small towns and rural areas, mid-sized, urban) where a person lives and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

4. There is no significant residual relationship between a person's assessment of academic problems in the public schools and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

5. There is no significant residual relationship between a person's gender and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

6. There is no significant residual relationship between a person's level of education and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

7. There is no significant residual relationship between a person's assessment of social problems (discipline, use of drugs, etc.) in the public schools and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

8. There is no significant residual relationship between a person's religious preference and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

9. There is no significant residual relationship between the people who live in difference geographical regions of the country and the grades given to the public schools, holding constant other socioeconomic and demographic variables.

Finally, each of the variables were tested to determine if there had been a change in the relationship with the dependent variables in 1974, 1977, 1980, and 1983.

RESULTS OF THE STUDY

A summary of the results of the level of significance for both methods of analyzing independent variables in found in Table 2. The table shows that a .05 level of significance was found for at least one of the four years tested for six of the independent variables. Those six variables were (1) parental status, (2) education, (3) age, (4) city size, (5) academic problems, and (6) social problems. However, only parental status, age, city size, and academic problems were found to be significant for all four of the years which were tested. Conclusions regarding the testing of the nine variables follows in the next section.

TABLE 2

Summary of the Level of Significance from the Results of the ANOVA and Log-Linear Path Analysis

	Analysis of Variance				Log-Linear Path Analysis			
Variable	1974	1977	1980	1983	1974	1977	1980	1983
Parental Status	***	***	***	***	***	***	***	***
Education	NS	NS	*	**	NS	*	**	**
Age	***	***	***	***	**	***	***	***
Gender	NS	NS	NS	NS	NS	NS	NS	NS
City Size	***	***	***	*	**	**	***	*
Academic Problems	***	***	***	***	***	***	***	***
Social Problems	*	***	NS	NS	**	*	NS	NS
Religious Preference	NS	NS	NS	NS	NS	NS	NS	NS
Geographic Region	NS	NS	NS	NS	NS	NS	NS	NS

Legend

NS - Not Significant
* - Significant at the .05 level
** - Significant at the .01 level
*** - Significant at the .001 level

CONCLUSIONS

Conclusions for the Parental Status Variable

For each of the four years that was tested utilizing both statistical methods, the relationship between a person's parental status and the grades given to the public schools, while holding constant the effects of age, city size, and academic problems, was found to be significant at the .001 level. It can be concluded that parents are significantly more positive about the public schools than are non-parents. According to the results of the ANOVA testing, parents had an average grade point of 2.53 for the four years. This figure exceeded both the 2.24 g.p.a. of non-parents and the 2.34 g.p.a. of the total population.

The results of the log-linear analysis determined that parental status was independently associated with the grades given to the public schools. Parents were significantly more likely to give higher grades to the public schools than were non-parents. A person's parental status clearly was a significant variable in explaining a person's high or low assessment of the public schools.

A caution, however, should be stated at this point. Considering that parents as a group are considerably more involved with the public schools, it is surprising that substantially over the four years only three-tenths of a point separate the average grade point of the two groups. Even

though the three-tenths of a point difference in the groups is statistically significant, school officials should ask themselves if this difference is as great as they might have expected. An implication for school officials based on the findings of this study is to more closely examine the assessment the parent group has about the public schools. The implications from this study seem to indicate that the level of assessment of the parent group can indeed be raised. Parents are the primary audience of the schools and yet the average grade they gave to the schools was equivalent to a C+. School officials need to be cognizant that support among the parent group for the schools, though higher than non-parents, is not at what should be considered a satisfactory level.

Conclusions for the Education Variable

A person's educational background over the four years which was analyzed showed an inconsistent relationship with the grades given to the public schools. Table 2 shows that the ANOVA testing found that no significant relationship existed in 1974 and 1977 and the log-linear analysis also found no relationship in 1974. When a significant relationship was found by the analysis, the results showed that college-educated people were slightly more likely to be positive about the public schools than were non -college-educated people. However, the study showed that non-college-educated people outnumbered college-educated people by more than a two to one ratio. Contrary

to the results determined for parental status, education did not show strong predictive powers for determining the grades given to the public schools. In fact, the difference was rather slight. This can be seen by comparing the grade point average of college and non-college-educated groups for 1980 and 1983, the two years in which a significant relationship was found. College-educated people had an average 2.24 g.p.a. for the two years while non-college-educated people had an average 2.18 g.p.a. Similarly, the log-linear analysis determined that after holding constant the effects of age, academic problems, city size, and parental status, education was only able to account for an average of 4% of the total mutual dependence. It can be concluded that a person's educational background has little effect on his assessment of the public schools.

It appears that the effects of having a higher level of education have been diluted as more and more people have attended college. In the past, a college education was a much more unique experience. Today a college education is far more commonplace and even parents, who themselves did not attend college, gain a college perspective through the experiences of their children. Therefore, it would not seem advisable for school officials to formulate communication strategies based on assumptions about a group's general educational background. One group should not supercede another in importance to the public school officials. School officials should be cognizant

of the finding that a college education does not automatically imply that a person has a positive assessment of the public schools.

Conclusions for the Age Variable

The relationship between a person's age and the grades given to the public schools was found to be significant by both statistical methods for each of the four years which were studied. It can be concluded from the results of this study that a person's age, after holding constant the effects of a person's parental status, city size, and academic problems, significantly affects the grades given to the public schools. Indeed, the findings for each of the age categories are distinctly different and consistent. Particularly once the effects of parenthood and other relevant variables are held constant, people over age 50 experienced a relatively more positive assessment of the schools while people under 30 were relatively less positive.

The results of the log-linear analysis showed that a person's age was a strong predictor of the grades given to the public schools. An interaction was also found in 1977 and 1980 between age and academic problems which determined that people over 50 were not as likely to perceive that the schools had academic problems as compared to the other age categories. In

contrast, people under 30 were most likely to perceive that the schools had academic problems.

Although other research findings have found that older citizens are not likely to vote favorably in school elections, it may be that their negative vote is not rooted in negative views toward the public schools. Rather, the reason for a negative election vote may likely come from economic concerns. The older citizens in many communities simply may not be able to afford a tax increase. Therefore, their negative vote should not necessarily be correlated with a negative assessment of the schools. School officials should be aware that perhaps older citizens are, indeed, greatly concerned about education.

The implication from this research suggests that because each of the three age groups has decidedly different assessments of the public schools, they should be provided with different types of communications. Educators need to target the needs of these three age groups and devise methods of communications to fit those needs. Knowing that older people have a high regard for the schools should cause the development of communications different from those targeted for a less favorable under-30 age group.

Conclusions for the Gender Variable

The results of the research found that there was no significant difference between the grades given to the public schools by males and females. Each statistical method yielded

the same conclusion. A person's gender, after holding constant the effects of parental status, age, city size, and academic problems, has no significant affect on his assessment of the public schools.

Even though a significant relationship between gender and grades was not found in this study, the findings should still be important to school practitioners. Again, the conventional educational wisdom would hold that women, because of their greater involvement with the schools, have a higher assessment of the public schools than do men. Clearly, the results of this research have found that this is not true. School officials need to be aware that "stereotypes" do not exist. Efforts to communicate with these two groups should be constructed equally.

Conclusions for the City Size Variable

The analysis done for this research determined that, while holding constant the effects of the age, parental status, and academic problems, there was a significant relationship between the size of the city in which a person lived and the grades given to the public schools. The conclusion reached from both the results of the ANOVA and the log-linear analysis determined that people living in urban cities with a population over 500,000 were more likely to be less positive about the public schools. Moreover, in three of the four years, people living in mid-sized cities, with a population between 10,000 and

500,000 people, were more likely to give higher grades to the schools than either of the other two city size categories. People living in small towns and rural areas did not show a consistent response pattern to provide a conclusion. Finally, the log-linear analysis also determined that city size accounted for an average of 8% of the total mutual dependence in the logit model.

City size was selected for analysis for this study because the size categories could be roughly correlated with the size of the school districts likely to be associated with communities of corresponding populations. Very simply, the larger the population of a community was, the greater the likelihood of its having a large school district. The premise was that if people had less contact with the schools because of their large size, their assessment of the schools would lessen. The results of this study show that in the case of the urban cities, people were indeed significantly less positive than were people in the other two size categories. It does appear possible that people's assessment of the schools diminishes when they do not feel the schools and school officials are accessible to them.

Conclusions of the Academic Problems Variable

Using both statistical methods, a .001 level of significance was found for the relationship between a person's perception of the existence of academic problems in the schools

and the grades given to the public schools, while holding constant the effects of age, parental status, and city size. The conclusion determined from the study suggests that the grades given to the public schools were significantly lower when a person perceived that academic problems existed in the schools. This variable also accounted for an average unique effect of 27% of the total mutual dependence present in the logit model. This was the highest percentage found for any of the variables tests.

In order to further understand these findings, it is necessary to review the construction of the variable itself. The academic problems variable was developed by combining four response items from Gallup's annual list of problems related to education. Those responses were (1) difficulty in getting good teachers, (2) poor curriculum/poor standards, (3) teachers' lack of interest, and (4) lack of proper facilities. It was reasoned that selecting any one of the four items meant that the respondent believed that the public schools had problems with its academic program. With these responses in mind, it can be concluded that people judge the schools harshly when they believe that the schools are providing a less than adequate educational program.

The review of literature did not reveal any similar research with regard to relating a person's assessment of the schools with their perception of the quality of the academic

programs which are provided by the schools. The implications from this research strongly indicates that the public definitely judges the performance of the schools. Public school officials should understand that people must be convinced that the public schools are providing a quality educational program. It appears that the public expects a high level of performance from the schools and when a decline in standards is perceived, the public becomes extremely dissatisfied. Consequently, educators should not, as so often happens, unnecessarily carry their problems out into a public forum. Focusing the public's attention only on the problems of the public schools will most likely lead to a decline in the public's assessment.

Conclusions for the Social Problems Variable

In 1974 and 1977, both statistical methods found a significant relationship between social problems and the grades given to the public schools. In 1980 and 1983, the relationship was not found to be significant after holding constant the effects of age, parental status, city size, and academic problems. The findings related to this variable proved inconsistent and inconclusive.

In order to examine these findings, it is again necessary to review the construction of the variable itself. The social problems variable was developed by combining five response items from Gallup's annual list of problems related to

education. Those responses were (1) lack of discipline, (2) drinking/alcoholism, (3) crime/vandalism, (4) pupils' lack of interest/truancy, and (5) use of drugs. It was reasoned that selecting any one of the five items meant that the respondent believed that the public schools had problems with keeping undesirable social problems out of the schools.

Perhaps the most important implication for school practitioners which can be gleaned from this research is finding that social problems did not cause a consistent significant low assessment of the schools by the public. Since the inception of the problem category on the Gallup Poll, lack of discipline in the schools had been cited as the number one problem facing schools. In addition, other social problems, such as the use of drugs or the presence of crime in the schools, have also consistently been high on the list. A logical implication from the results of the Gallup Poll would be the assumption that the public would give lower grades to the schools when they felt poor social conditions were present. The results of this research indicated that this is not the case. Social problems, even when perceived by the public to be present in the schools, did not consistently lead to lower grades.

Public school officials obviously cannot ignore the presence of social problems in the schools. However, school officials should understand that the public judges poor academic quality far more harshly than poor social conditions.

It can be reasoned that perhaps the public perceives social problems as more of a societal problem than a school problem. In essence, schools cannot be totally at fault if social problems do exist in the schools since many of the problems are brought into the school from the outside environment. On the other hand, the schools are responsible for the academic program and consequently the public judges them more harshly when their academic program is of poor quality. For educators, this finding should indicate again the importance of emphasizing the academic program to the local communities.

Conclusions for the Religious Preference Variable

For all four years, the relationship between a person's religious preference and the grades given to the public schools was found not to be significant by both statistical methods, while holding constant the effects of age, parental status, city size, and academic problems. Initially, the variable was dichotomized in order to compare the responses of Catholics and the responses of all other religious groups. It was reasoned that the Catholic Church operates one of the largest private school systems in the nation and therefore their assessment of the public schools might be different from the general population. The findings of the study consistently concluded that Catholics did not differ in their responses from the rest of the population.

Conclusions for the Geographical Region Variable

While holding constant the effects of age, parental status, city size, and academic problems, the relationship between the geographical region of the country in which a person lives and the grades given to the public schools was found not to be significant for all four years. The geographical region variable was initially dichotomized into the people living in the South and Southwest and the people living in the rest of the country. The variable was created in order to determine if people in the South and Southwest had a different assessment of the public schools because of a traditionally more conservative attitude and because of segregation issues. The results show that the assessment of the public schools by people who live in the South and Southwest do not differ significantly.

The public's assessment of the public schools is an extremely useful issue, one of which public school officials should be more cognizant. This study has provided public school officials with a practical view of the public's assessment of the public schools. The findings can lead to the development of methods to improve the public's assessment of the public schools.

APPENDIX A

Table 1

Questionnaire Item Statements

Item-Statements
1. As you know, in some communities there are three kinds of schools--the public schools, the parochial (or church-related) schools, and the private schools (sometimes called "independent" schools). First, I'd like to know if you, yourself, have any children in the local PUBLIC Schools?
2. Parochial or private schools?
3. Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the PUBLIC schools themselves, in this community, were graded in the same way. What grade would you give the public schools here--A, B, C, D, or FAIL?
4. What do you think are the biggest problems with which the PUBLIC schools in this community must deal?
5. Lack of discipline
6. Integration-Segregation problems
7. Lack of proper financial support
8. Difficulty in getting "good" teachers
9. Lack of proper facilities
10. Poor curriculum
11. Parents' lack of interest
12. Transportation
13. School Board policies

14. Pupils' lack of interest-truancy

15. Use of dope, drugs

16. Communication problems, lack of being informed

17. Parents involvement in school activities, "they want to take charge"

18. Bussing

19. Crime/vandalism

20. Drinking/alcoholism

21. Teachers' lack of interest

22. Mismanagement of funds/program/taxes/teachers' unions/teachers' salaries

23. Problems with administration

24. Too many schools/declining enrollment

25. There are no problems

26. Miscellaneous

27. Don't know/no answer

28. In politics, as of today, do you consider yourself a Republican, Democrat, or Independent?

29. What is your religious preference--Protestant, Roman Catholic, or Jewish?

30. Could you tell me the kind of business or industry the CHIEF WAGE EARNER in your immediate family works in and the kind of work he does there?

professional
farmer
business, executive
clerical
sales worker
skilled worker
unskilled worker, operative

service worker
farm laborer
laborer, except farm and mine
non-labor force
undesignated

31. Would you please give me the letter of the group which best represents the total annual income, before taxes, of all the members of your immediate family living in your household?

(a) under $2,000 a year
(b) $ 2,000 to 2,999 a year
(c) $ 3,000 to 3,999 a year
(d) $ 4,000 to 4,999 a year
(e) $ 5,000 to 5,999 a year
(f) $ 6,000 to 6,999 a year
(g) $ 7,000 to 9,999 a year
(h) $10,000 to 11,999 a year
(i) $12,000 to 14,999 a year
(j) $15,000 to 19,999 a year
(k) $20,000 and more a year
(l) Don't know

32. What was the last grade or class you COMPLETED in school?

none, or grades 1-4
grades 5, 6, ;7
grade 8
high school, incomplete grade 9-11
high school, grade, grade 12
technical, trade, or business
college, university, inc.
college, university, grad.
no answer

33. What is your age?

actual age coded

34. Decile age?

18-19
20-29
30-39
40-49
50-59

60-69
70-79
80-89
90-99
no answer

35. Race and sex

white man
white woman
black man
black woman
other man
other woman

36. Race

white
black
other

37. Sex

male
famale

38. city size

farm resident
open country, non-farm
places under 2,500
2,500 to 4,999
5,000 to 9,999
10,000 to 24,999
25,000 to 4,999
50,000 to 99,999 and sub.
100,000 to 249,999 and sub.
250,000 to 499,999 and sub.
500,000 to 999,999 and sub.
1,000,000 and over and sub.

39. Region

New England
Middle Atlantic
East Central
West Central
South

Southwest
Rocky Mountain
Pacific

40. State

Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania
Maryland
West Virginia
District of Columbia
Ohio
Michigan
Indiana
Illinois
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas
Virginia
North Carolina
South Carolina
Georgia
Florida
Kentucky
Tennessee
Alabama
Mississippi
Arkansas
Louisiana
Oklahoma
Texas
Arizona
Colorado
Idaho
Utah
New Mexico
California
Oregon
Washington
Hawaii

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